Name _____ Date _____

Lesson 3
READER'S NOTEBOOK

Destiny's Gift
Grammar:
Spiral Review

Kinds of Sentences

- There are four kinds of sentences.

Mom is home.	**Declarative** (statement)
Did you study?	**Interrogative** (question)
Pick up that mess.	**Imperative** (command)
What a great job!	**Exclamatory** (exclamation)

Write *statement* if the sentence tells something. Write *question* if the sentence asks something.

1. John brought his lunch to the picnic. statement (1 point)
2. Are you going to the picnic? question (1)
3. Will you bring a friend? question (1)

Write *command* if the sentence tells someone to do something. Write *exclamation* if the sentence shows strong feeling.

4. The picnic is really going to be fun! exclamation (1)
5. Hand me that plate. command (1)
6. Wait for me over there. command (1)

Read directions to students.

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Name _____ Date _____

Lesson 3
READER'S NOTEBOOK

Destiny's Gift
Spelling:
Long *a* and Long *e* Spellings

Proofreading for Spelling

Read each sign. Find and circle the misspelled words. (9 points)

1. Plees do not feed the bears.
2. Spead Limit 55 Miles per Hour
3. Stay on the traiyl.
4. Sweete tee $1.00 Peanuts $.50
5. The zoo will close todaiy at 4 PM.
6. Leeve your shoes outside.
7. Stay out! Wet paynt.
8. Do not be afrad to try new things.

Spelling Words

Basic
1. lay
2. real
3. trail
4. sweet
5. today
6. dream
7. seem
8. tea
9. treat
10. afraid
11. leave
12. bait
13. screen
14. speed

Review
paint
please

Challenge
yesterday
explain

Write the misspelled words correctly on the lines below.

1. Please (1)
2. Speed (1)
3. trail (1)
4. Sweet, tea (2)
5. today (1)
6. Leave (1)
7. paint (1)
8. afraid (1)

Read directions to students.

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Name _____ Date _____

Lesson 3
READER'S NOTEBOOK

Destiny's Gift
Grammar:
Connect to Writing

Connect to Writing

Too many short sentences make writing sound choppy. Sometimes you can combine two short sentences to make one longer compound sentence. Use a comma (,) and the conjunction *and, but,* or *or* to form compound sentences.

Short Sentences	Compound Sentence
Libby owns many books. She hasn't read them all.	Libby owns many books, but she hasn't read them all.

Use a conjunction to form compound sentences.

1. Victoria came to our book party. She brought ten books.

   Victoria came to our book party, and she brought ten books. (1 point)

2. We could hike on Saturday. We could wait until Sunday.

   We could hike on Saturday, or we could wait until Sunday. (1)

Correct these run-ons by using a conjunction to form compound sentences.

3. People could bring books they could bring magazines.

   People could bring books, or they could bring magazines. (1)

4. These books are very interesting they are hard to understand.

   These books are very interesting, but they are hard to understand. (1)

Read directions to students.

Grammar

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42

Assessment Tip: Total 4 points

Grade 3, Unit 1

Name _____ Date _____

Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Phonics:
Long *o* Spelled *oa, ow*

Long *o* Spelled *oa, ow*

Each word in the Word Bank is in the puzzle. Find and circle each word in the puzzle. Words can be across or down. (10 points)

arrow	floating	undertow
below	goal	upload
blown	slow	
coach	throwing	

p	u	p	l	o	a	d	n	u	p
o	b	l	o	p	r	r	f	n	b
b	l	o	w	n	e	u	l	d	e
e	o	t	h	r	t	h	o	e	c
l	c	o	a	c	h	s	a	r	o
o	g	w	r	a	r	l	t	t	h
w	o	i	b	b	r	o	i	o	b
n	a	a	r	r	o	w	n	w	o
l	l	p	e	n	i	n	g	b	a
g	t	h	r	o	w	i	n	g	c

On a separate sheet of paper, use each word in the Word Bank in a sentence. Read your sentences aloud. (10)

Read directions to students.

Phonics

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43

Assessment Tip: Total 20 points

Grade 3, Unit 1

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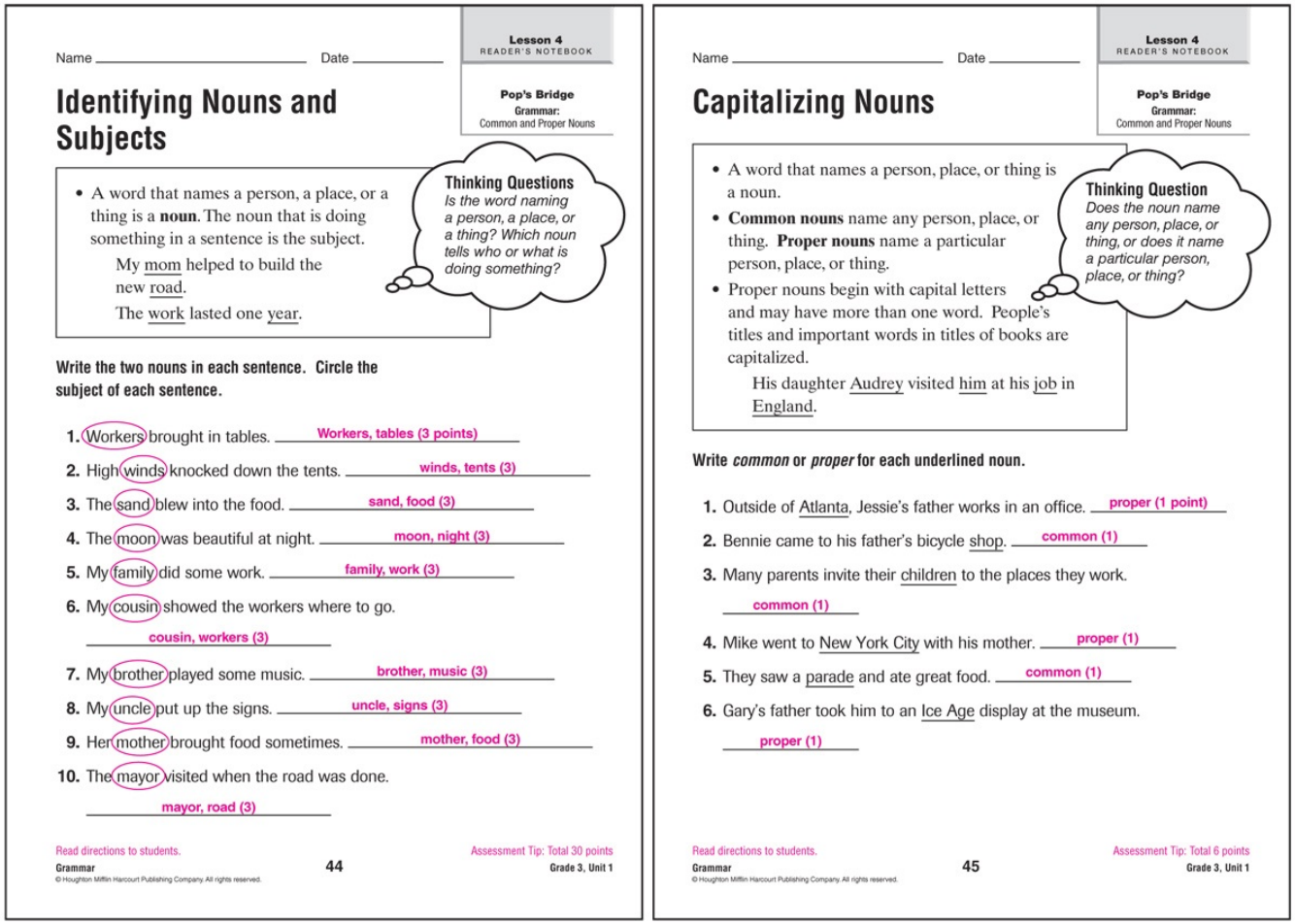

Name _____ Date _____

Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Grammar:
Common and Proper Nouns

Identifying Nouns and Subjects

- A word that names a person, a place, or a thing is a **noun**. The noun that is doing something in a sentence is the subject.

  My mom helped to build the new road.

  The work lasted one year.

Thinking Questions
Is the word naming a person, a place, or a thing? Which noun tells who or what is doing something?

Write the two nouns in each sentence. Circle the subject of each sentence.

1. Workers brought in tables. Workers, tables (3 points)
2. High winds knocked down the tents. winds, tents (3)
3. The sand blew into the food. sand, food (3)
4. The moon was beautiful at night. moon, night (3)
5. My family did some work. family, work (3)
6. My cousin showed the workers where to go. cousin, workers (3)
7. My brother played some music. brother, music (3)
8. My uncle put up the signs. uncle, signs (3)
9. Her mother brought food sometimes. mother, food (3)
10. The mayor visited when the road was done. mayor, road (3)

Read directions to students.

Assessment Tip: Total 30 points

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Name _____ Date _____

Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Grammar:
Common and Proper Nouns

Capitalizing Nouns

- A word that names a person, place, or thing is a noun.
- **Common nouns** name any person, place, or thing. **Proper nouns** name a particular person, place, or thing.
- Proper nouns begin with capital letters and may have more than one word. People's titles and important words in titles of books are capitalized.

  His daughter Audrey visited him at his job in England.

Thinking Question
Does the noun name any person, place, or thing, or does it name a particular person, place, or thing?

Write *common* or *proper* for each underlined noun.

1. Outside of Atlanta, Jessie's father works in an office. proper (1 point)
2. Bennie came to his father's bicycle shop. common (1)
3. Many parents invite their children to the places they work. common (1)
4. Mike went to New York City with his mother. proper (1)
5. They saw a parade and ate great food. common (1)
6. Gary's father took him to an Ice Age display at the museum. proper (1)

Read directions to students.

Assessment Tip: Total 6 points

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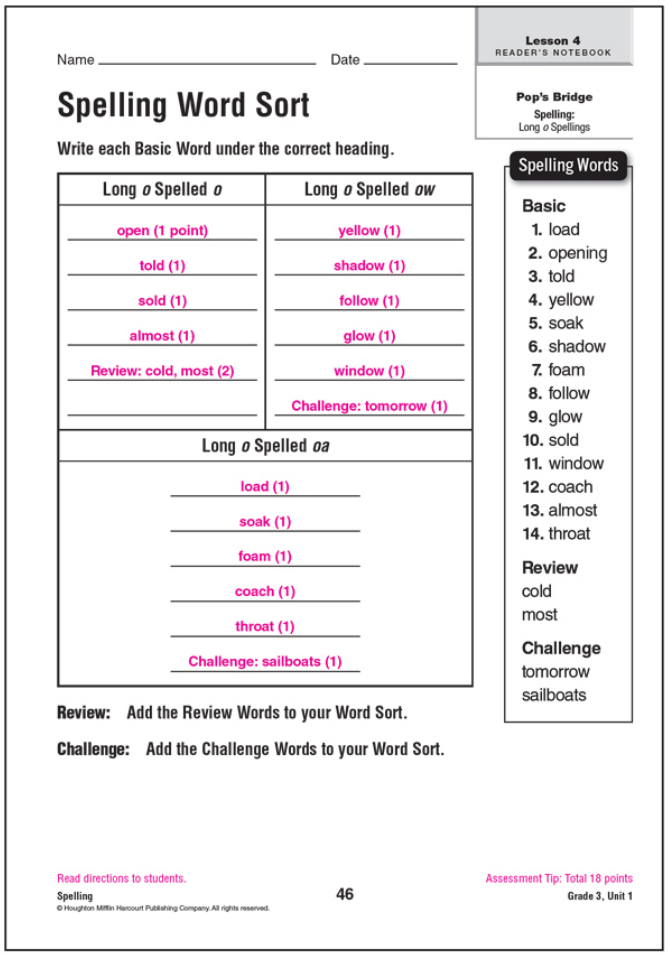

Name _____ Date _____

Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Spelling:
Long *o* Spellings

Spelling Word Sort

Write each Basic Word under the correct heading.

Long *o* Spelled *o*	Long *o* Spelled *ow*
open (1 point)	yellow (1)
told (1)	shadow (1)
sold (1)	follow (1)
almost (1)	glow (1)
Review: cold, most (2)	window (1)
	Challenge: tomorrow (1)

Long *o* Spelled *oa*
load (1)
soak (1)
foam (1)
coach (1)
throat (1)
Challenge: sailboats (1)

Spelling Words

Basic
1. load
2. opening
3. told
4. yellow
5. soak
6. shadow
7. foam
8. follow
9. glow
10. sold
11. window
12. coach
13. almost
14. throat

Review
cold
most

Challenge
tomorrow
sailboats

Review: Add the Review Words to your Word Sort.

Challenge: Add the Challenge Words to your Word Sort.

Read directions to students.
Spelling
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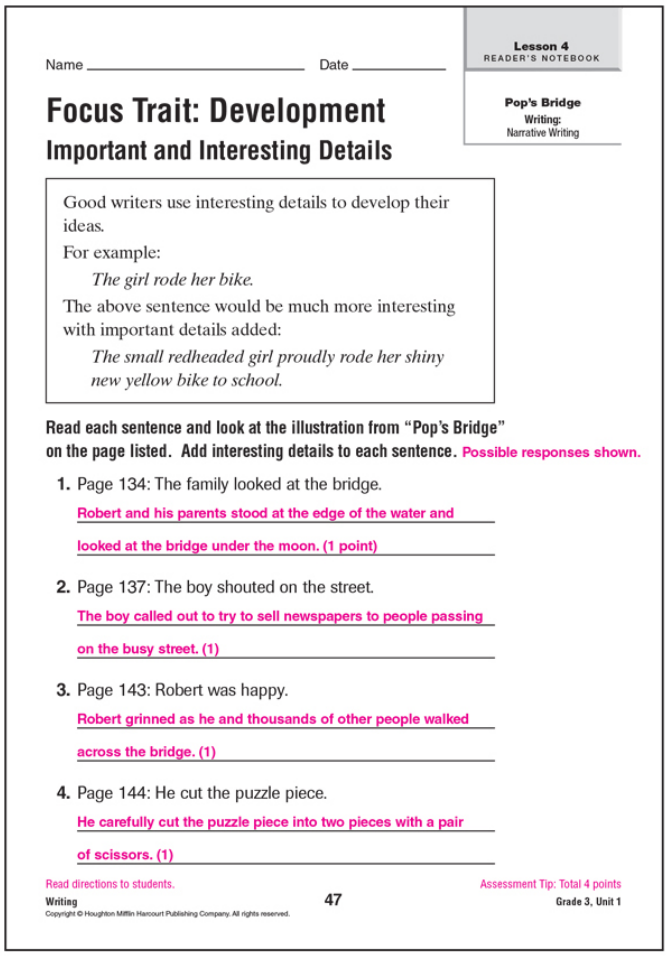
Assessment Tip: Total 18 points
Grade 3, Unit 1



Name _____ Date _____

Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Writing:
Narrative Writing

Focus Trait: Development
Important and Interesting Details

Good writers use interesting details to develop their ideas.

For example:

The girl rode her bike.

The above sentence would be much more interesting with important details added:

The small redheaded girl proudly rode her shiny new yellow bike to school.

Read each sentence and look at the illustration from "Pop's Bridge" on the page listed. Add interesting details to each sentence. Possible responses shown.

1. Page 134: The family looked at the bridge.
   Robert and his parents stood at the edge of the water and looked at the bridge under the moon. (1 point)
2. Page 137: The boy shouted on the street.
   The boy called out to try to sell newspapers to people passing on the busy street. (1)
3. Page 143: Robert was happy.
   Robert grinned as he and thousands of other people walked across the bridge. (1)
4. Page 144: He cut the puzzle piece.
   He carefully cut the puzzle piece into two pieces with a pair of scissors. (1)

Read directions to students.
Writing
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Assessment Tip: Total 4 points
Grade 3, Unit 1

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Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Phonics:
Cumulative Review

Cumulative Review

Read each clue. Unscramble the letters and write the word that answers the clue. Read the words you made.

1.	This is a food. Many people eat it in the morning.	mtoeala	oatmeal (1 point)
2.	You might do this if you do not want to do something.	anlcopmi	complain (1)
3.	Cars drive fast on these kinds of roads. They have two or more lanes.	whgysiha	highways (1)
4.	This is a way to heat bread.	tasot	toast (1)
5.	This can take you across the sea, when it's windy.	alitabos	sailboat (1)
6.	This number is the answer to these math problems: 5 X 3 and 5 + 5 + 5.	efnietf	fifteen (1)
7.	There are four of these. They are winter, spring, summer, and fall.	eosnsas	seasons (1)
8.	This is the color of a lemon.	lelwyo	yellow (1)
9.	This describes something that never moves very quickly.	wols	slow (1)
10.	This can help you find your way when you are driving.	pdraaom	roadmap (1)

Read directions to students.

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Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Independent Reading

Reader's Guide

Pop's Bridge

More Views from the Bridge

Mr. Shu, Charlie's dad, is writing a letter to his family in China about what it is like to work on the Golden Gate Bridge. Use the text and illustrations to help you write the letter.

Read page 130. What was it like to be a painter on the Golden Gate Bridge?

Dear Family,

I am working as a painter on the Golden Gate Bridge! You would not believe how big it is! Guess what I do?

Every morning I climb up on the bridge and get out my paint and start painting. (2 points)

It is hard work to be a painter because I have to hang in the air on a support and paint high up. (2)

Sometimes I am afraid that I will fall off the support that holds me up. (2)

I really like being a painter on the bridge. It is exciting work. I will tell you more when the bridge is finally done.

Love to everyone,

Chang Shu

Read directions to students.

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Name _____ Date _____

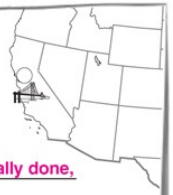
Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Independent Reading

Charlie Shu has just been to the party at Robert's house to celebrate the opening day of the bridge. He is writing a journal entry about it.

Read pages 144–147. What was the party like for Charlie?

Today was opening day at the bridge! It was so thrilling. After we walked across the bridge, there was a big party at Robert's house.



There were a lot of people and food at the party. I felt excited because the bridge was finally done, and I got to celebrate with everyone. (5)

Remember that puzzle we were doing? Robert had the missing piece all along! My dad and Robert's dad put the piece in together. This made me feel happy because our dads finished the real bridge together and now they had finished the puzzle of the bridge together. (5)

For awhile I thought Robert believed his dad was better than mine. But now I know that he thinks our dads are the same. They both worked hard on the bridge. (5)

It was a really good day for a lot of reasons!

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Independent Reading
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50
Assessment Tip: 15 Points
Grade 3, Unit 1

Name _____ Date _____

Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Grammar:
Common and Proper Nouns

Common and Proper Nouns

Write the two nouns in each sentence. Circle the noun that is the subject of the sentence.

1. The boys watched the hotel being taken down. boys, hotel (2 points)
2. A large ball knocked down the old walls. ball, walls (2)
3. A new building would go up in that space. building, space (2)
4. Soon, a huge hole was in the ground. hole, ground (2)

Write *common* or *proper* for each underlined noun.

5. We learned about the Rocky Mountains in school. proper (1)
6. My aunt came all the way from Canada. proper (1)
7. The crowd rode horses. common (1)
8. It was an exciting day. common (1)

Write the sentences correctly. Capitalize the appropriate underlined words.

9. We went with mrs. benitez to the museum of natural history.
   We went with Mrs. Benitez to the Museum of Natural History. (1)
10. We bought a book called animals in the wild.
    We bought a book called Animals in the Wild. (1)

Read directions to students.
Grammar
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Assessment Tip: Total 14 points
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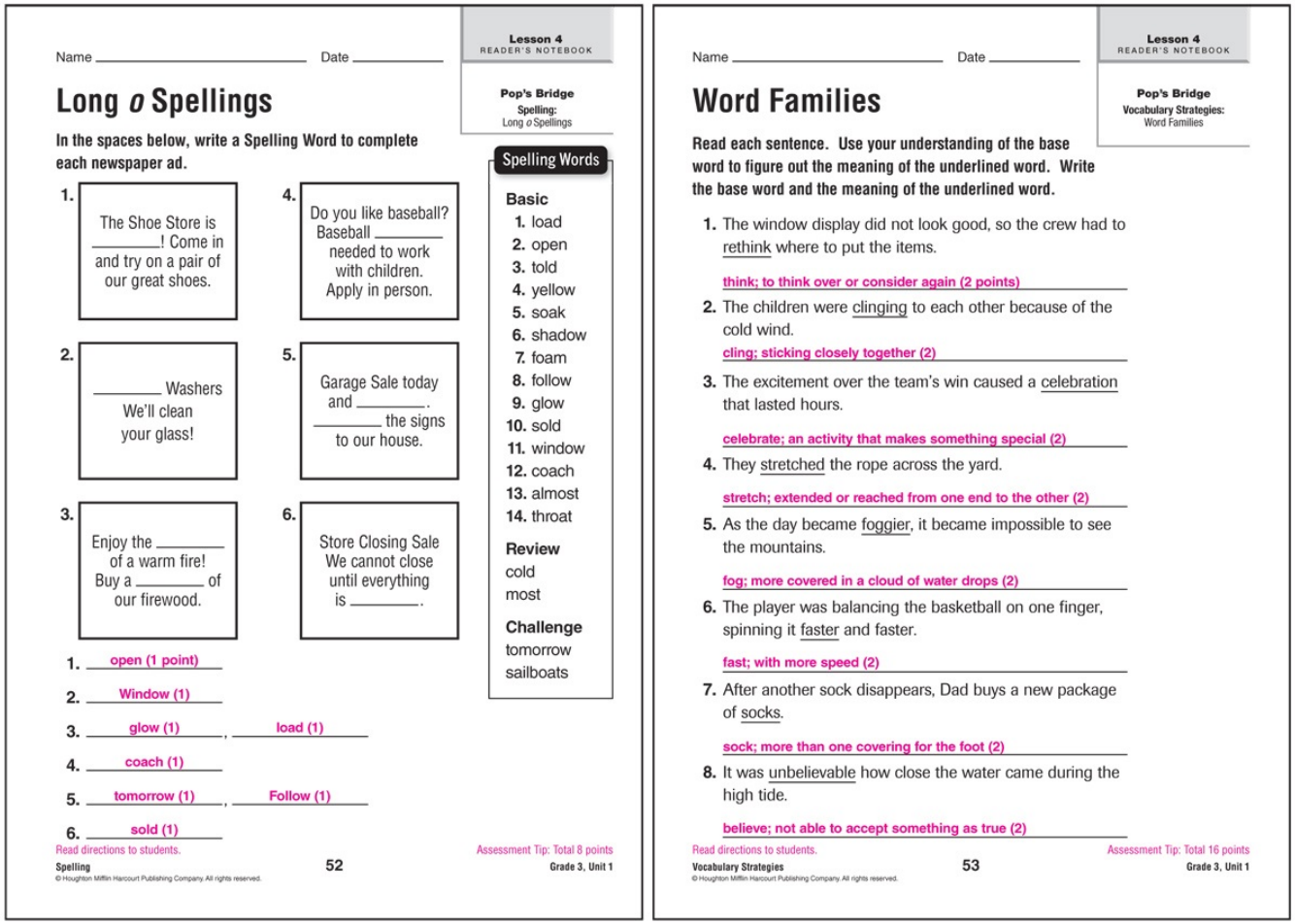

Name _____ Date _____

Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Spelling:
Long *o* Spellings

Long *o* Spellings

In the spaces below, write a Spelling Word to complete each newspaper ad.

1. The Shoe Store is _____! Come in and try on a pair of our great shoes.
2. _____ Washers We'll clean your glass!
3. Enjoy the _____ of a warm fire! Buy a _____ of our firewood.
4. Do you like baseball? Baseball _____ needed to work with children. Apply in person.
5. Garage Sale today and _____. _____ the signs to our house.
6. Store Closing Sale We cannot close until everything is _____.

Spelling Words

Basic
1. load
2. open
3. told
4. yellow
5. soak
6. shadow
7. foam
8. follow
9. glow
10. sold
11. window
12. coach
13. almost
14. throat

Review
cold
most

Challenge
tomorrow
sailboats

1. open (1 point)
2. Window (1)
3. glow (1), load (1)
4. coach (1)
5. tomorrow (1), Follow (1)
6. sold (1)

Read directions to students.

Assessment Tip: Total 8 points

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Name _____ Date _____

Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Vocabulary Strategies:
Word Families

Word Families

Read each sentence. Use your understanding of the base word to figure out the meaning of the underlined word. Write the base word and the meaning of the underlined word.

1. The window display did not look good, so the crew had to rethink where to put the items.

   think; to think over or consider again (2 points)

2. The children were clinging to each other because of the cold wind.

   cling; sticking closely together (2)

3. The excitement over the team's win caused a celebration that lasted hours.

   celebrate; an activity that makes something special (2)

4. They stretched the rope across the yard.

   stretch; extended or reached from one end to the other (2)

5. As the day became foggier, it became impossible to see the mountains.

   fog; more covered in a cloud of water drops (2)

6. The player was balancing the basketball on one finger, spinning it faster and faster.

   fast; with more speed (2)

7. After another sock disappears, Dad buys a new package of socks.

   sock; more than one covering for the foot (2)

8. It was unbelievable how close the water came during the high tide.

   believe; not able to accept something as true (2)

Read directions to students.

Assessment Tip: Total 16 points

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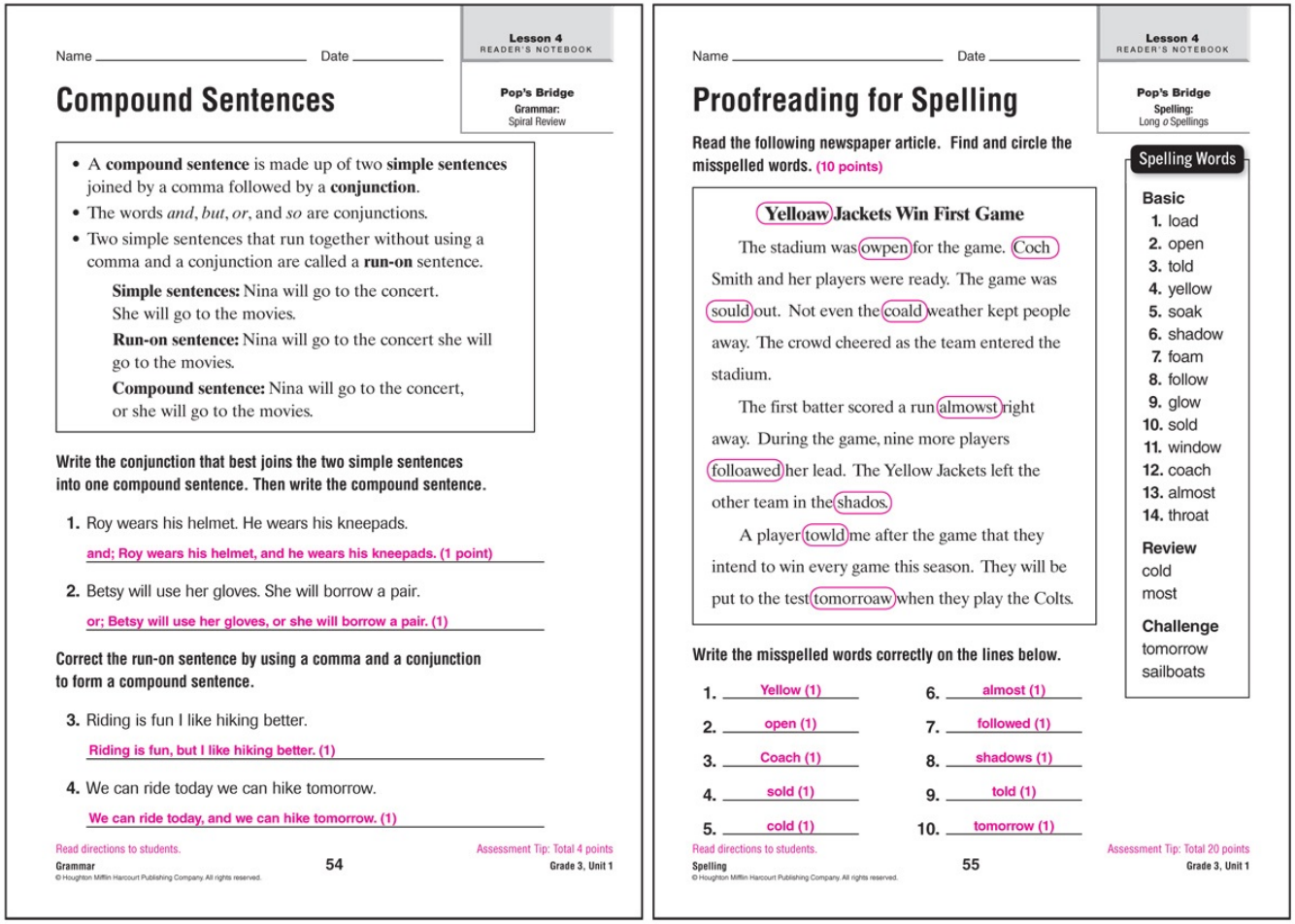

Name _____ Date _____

Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Grammar:
Spiral Review

Compound Sentences

- A **compound sentence** is made up of two **simple sentences** joined by a comma followed by a **conjunction**.
- The words *and*, *but*, *or*, and *so* are conjunctions.
- Two simple sentences that run together without using a comma and a conjunction are called a **run-on** sentence.

Simple sentences: Nina will go to the concert. She will go to the movies.

Run-on sentence: Nina will go to the concert she will go to the movies.

Compound sentence: Nina will go to the concert, or she will go to the movies.

Write the conjunction that best joins the two simple sentences into one compound sentence. Then write the compound sentence.

1. Roy wears his helmet. He wears his kneepads.

   and; Roy wears his helmet, and he wears his kneepads. (1 point)

2. Betsy will use her gloves. She will borrow a pair.

   or; Betsy will use her gloves, or she will borrow a pair. (1)

Correct the run-on sentence by using a comma and a conjunction to form a compound sentence.

3. Riding is fun I like hiking better.

   Riding is fun, but I like hiking better. (1)

4. We can ride today we can hike tomorrow.

   We can ride today, and we can hike tomorrow. (1)

Read directions to students. Assessment Tip: Total 4 points

Grammar 54 Grade 3, Unit 1

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Name _____ Date _____

Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Spelling:
Long *o* Spellings

Proofreading for Spelling

Read the following newspaper article. Find and circle the misspelled words. (10 points)

Yelloaw Jackets Win First Game

The stadium was owpen for the game. Coch Smith and her players were ready. The game was sould out. Not even the coald weather kept people away. The crowd cheered as the team entered the stadium.

The first batter scored a run almowst right away. During the game, nine more players followaed her lead. The Yellow Jackets left the other team in the shados.

A player towld me after the game that they intend to win every game this season. They will be put to the test tomorroaw when they play the Colts.

Write the misspelled words correctly on the lines below.

1. Yellow (1)
2. open (1)
3. Coach (1)
4. sold (1)
5. cold (1)
6. almost (1)
7. followed (1)
8. shadows (1)
9. told (1)
10. tomorrow (1)

Spelling Words

Basic
1. load
2. open
3. told
4. yellow
5. soak
6. shadow
7. foam
8. follow
9. glow
10. sold
11. window
12. coach
13. almost
14. throat

Review
cold
most

Challenge
tomorrow
sailboats

Read directions to students. Assessment Tip: Total 20 points

Spelling 55 Grade 3, Unit 1

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Name _____ Date _____

Lesson 4
READER'S NOTEBOOK

Pop's Bridge
Grammar:
Connect to Writing

Connect to Writing

Using exact nouns helps make your writing clearer and more interesting.

Less-Exact Noun	More-Exact Noun
road	superhighway
area	valley

Replace each underlined noun in the sentences with a more exact noun. Use the nouns in the word box.

ranch	coyotes	ponies
thunderstorms	city	cowboys

1. Ernie saw two men through his binoculars. cowboys (1 point)
2. They were rounding up some animals. ponies (1)
3. Off to one side, some wild animals were hard to see. coyotes (1)
4. Faraway, the sky was filled with rain. thunderstorms (1)
5. They worked hard to get people back to their home. ranch (1)

Correctly capitalize the proper noun, personal title, and book title.

6. (proper noun) new mexico New Mexico (1)
7. (personal title) mrs. lopez Mrs. Lopez (1)
8. (book title) amazing bridges from around the world Amazing Bridges from Around the World (1)

Read directions to students.
Grammar
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Assessment Tip: Total 8 points
Grade 3, Unit 1

Name _____ Date _____

Lesson 5
READER'S NOTEBOOK

Roberto Clemente

Phonics:
Long *i* Spelled *i, ie, igh*

Long *i* Spelled *i*, *ie*, *igh*

Read each sentence. Choose the missing word from the box. Write the word in the blank.

find	climb	fried
sights	wild	lie
sigh	untied	
tried	midnight	

1. I did not find (1 point) the book I was looking for.
2. The clock strikes twelve at midnight (1).
3. Jasmine and her family went into the city to see the sights (1).
4. The wild (1) animal ran through the forest.
5. I would like to climb (1) a mountain some day.
6. I tripped over my shoelaces because they were untied (1).
7. The best dish at this restaurant is fried (1) chicken.
8. "I wish it would stop raining," Marty said with a sigh (1).
9. The police officer tried (1) to direct traffic.
10. George Washington once said, "I cannot tell a lie (1)."

Read directions to students.
Phonics
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Assessment Tip: Total 10 points
Grade 3, Unit 1

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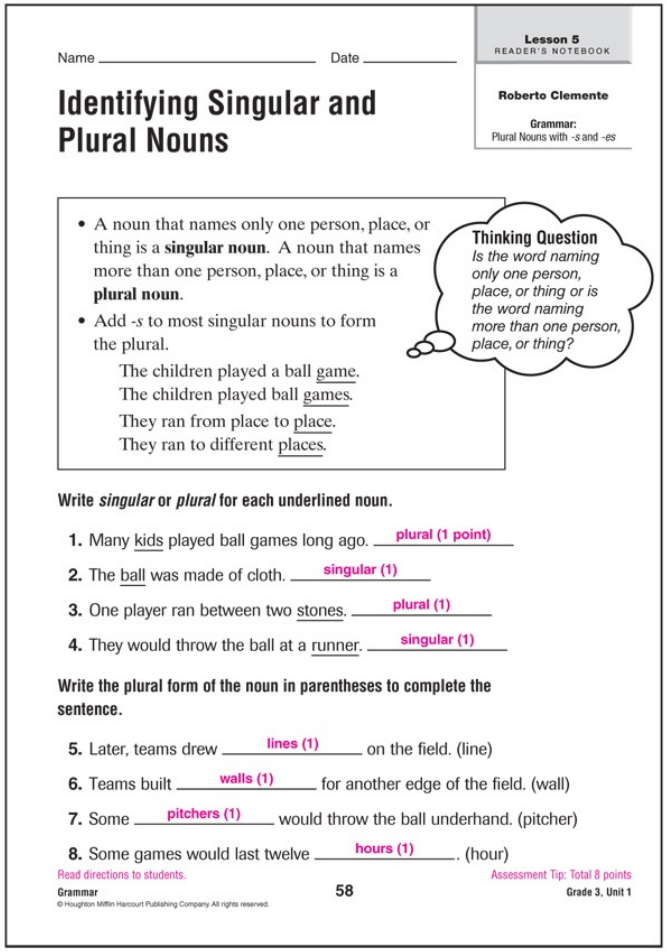

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Lesson 5
READER'S NOTEBOOK

Roberto Clemente

Grammar:
Plural Nouns with -s and -es

Identifying Singular and Plural Nouns

- A noun that names only one person, place, or thing is a **singular noun**. A noun that names more than one person, place, or thing is a **plural noun**.
- Add -s to most singular nouns to form the plural.

The children played a ball game.
The children played ball games.
They ran from place to place.
They ran to different places.

Thinking Question
Is the word naming only one person, place, or thing or is the word naming more than one person, place, or thing?

Write *singular* or *plural* for each underlined noun.

1. Many kids played ball games long ago. plural (1 point)
2. The ball was made of cloth. singular (1)
3. One player ran between two stones. plural (1)
4. They would throw the ball at a runner. singular (1)

Write the plural form of the noun in parentheses to complete the sentence.

5. Later, teams drew lines (1) on the field. (line)
6. Teams built walls (1) for another edge of the field. (wall)
7. Some pitchers (1) would throw the ball underhand. (pitcher)
8. Some games would last twelve hours (1). (hour)

Read directions to students. Assessment Tip: Total 8 points

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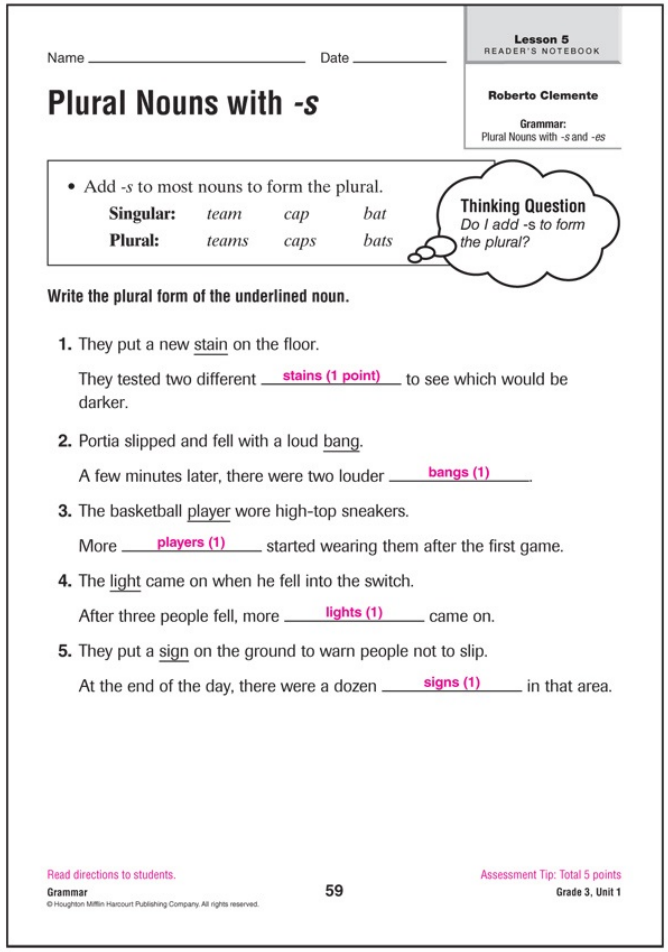

Name _____ Date _____

Lesson 5
READER'S NOTEBOOK

Roberto Clemente

Grammar:
Plural Nouns with -s and -es

Plural Nouns with -s

- Add -s to most nouns to form the plural.

Singular:	*team*	*cap*	*bat*
Plural:	*teams*	*caps*	*bats*

Thinking Question
Do I add -s to form the plural?

Write the plural form of the underlined noun.

1. They put a new stain on the floor.
   They tested two different stains (1 point) to see which would be darker.
2. Portia slipped and fell with a loud bang.
   A few minutes later, there were two louder bangs (1).
3. The basketball player wore high-top sneakers.
   More players (1) started wearing them after the first game.
4. The light came on when he fell into the switch.
   After three people fell, more lights (1) came on.
5. They put a sign on the ground to warn people not to slip.
   At the end of the day, there were a dozen signs (1) in that area.

Read directions to students. Assessment Tip: Total 5 points

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